DOCUMENT RESUME

ED 082 588 HE 004 442

AUTHOR	Morishima, James K., Ed.
TITLE	An Annotated Bibliography of Institutional Research 1971-1972. Sixth Edition.
INSTITUTION	Association for Institutional Research.
PUB DATE	72
NOTE	48p.
AVAILABLE FROM	Office of Institutional Educational Research, 1400 NE Campus Parkway, 530 Schnitz Hall, PA-20, University of Washington, Seattle, Washington 98195 ($1.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Annotated Bibliographies; *Bibliographies; Budgeting; Community Colleges; Curriculum; *Educational Objectives; Faculty; Governance; Graduate Study; *Higher Education; *Institutional Research; *Research; Students; Universities

ABSTRACT

This annotated bibliography of institutional research is the sixth in a series published by the Association for Institutional Research (AIR) for distribution to the organization's membership and other interested persons. Members of the AIR have been requested to submit abstracts of institutional studies that would be of general interest to members and that would be available to persons desiring a copy. The annotations are divided as follows: Goals of Higher Education; Community Development Goals; Spatial Environments of Higher Education; The University; The Community College; Institutions of Higher Education Within the Civil Government; Curriculum and Instruction; Research; Professional and Graduate Education; Student Services; Government and Management Activities; Academic Governance; Planning; Budgeting; Innovative Activities; Students; Faculty; Student Development Outcomes; and Miscellaneous. (Author)

ED 082588

AN ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1971 - 1972

JAMES K. MORISHIMA
Editor

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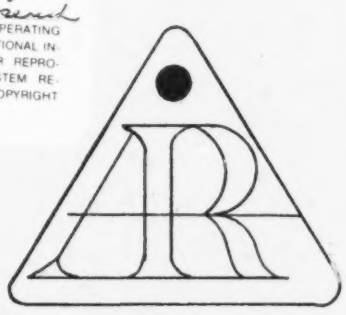

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THE ASSOCIATION FOR INSTITUTIONAL RESEARCH
1972

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FOREWORD

This annotated bibliography of institutional research is the sixth in a series published by the Association for Institutional Research (AIR) for distribution to the organization's membership and other interested persons. For the past six years members of AIR have been requested to submit abstracts of institutional studies which would be of general interest to members and which would be available to persons desiring a copy.

As in the previous editions, editing of the annotations has been minimal. This accounts, in part, for the variation in length of the entries. Some annotations are fairly extensive while others are quite short. Some editing has been necessary, however, to gain consistency in form and to meet space limitations.

This year the editor has designed a new set of categories in an attempt to provide greater differentiation and to enable the user to more effectively utilize the Table of Contents. The editor wishes to thank Professor Donald Williams, Jr. for his assistance in designing the categories. The decisions, however, are solely the responsibility of the editor. Any comments on the revised format should be sent directly to the editor.

The cross-indexing procedure established in the 1970-71 Annotated Bibliography was well received and is continued in this edition.

Where an entry makes no mention of cost it may be assumed that a single copy of the report is available free. Where there is a purchase price indicated for a particular study it is suggested that the purchase price accompany the purchase order. Copies of most of the entries will be on display at the Annual Forum on May 15-18, 1973, at the Hotel Vancouver, Vancouver, British Columbia, Canada.

The preparation of the sixth edition has been greatly facilitated by the assistance of Ms. Judith Fiedler and Ms. Anne Gibbons. The editor also expresses his personal appreciation to Ms. Karen Malkoff, Ms. Alicia Restrepo, and Eileen Schupack who, not only typed the final copy of the manuscript but contributed many helpful editorial suggestions. That team also proofed the final copy and prepared the author's index. Their work greatly facilitated the editorial task.

Additional copies of this bibliography may be obtained from the editor. The cost of each additional copy is $1.00. Please make checks payable to The Association for Institutional Research.

James K. Morishima, Ph.D., Editor
Office of Institutional Educational Research
1400 NE Campus Parkway
530 Schmitz Hall, PA-20
University of Washington
Seattle, Washington 98195

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ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1971-1972

GOALS OF HIGHER EDUCATION

1. Leal, Ralph A. Where & Whither: The Goals of the C. W. Post Center of Long Island University as Perceived by Constituent Elements, Office of Institutional Research, C. W. Post Center, Long Island University, Greenvale, NY 11548, June 1972.

2. Suslow, Sidney. A Declaration on Institutional Research (1972), Office of Institutional Research, 207 Moses Hall, University of California, Berkeley, California 94720, 1972, 22 p., no cost.

   A report of the special conference sponsored by the Esso Education Foundation and the Association for Institutional Research to examine the field of institutional research, its conceptual boundaries, its natural tasks and its effectiveness.

3. Uhl, Norman P. Identifying Institutional Goals: Encouraging Convergence of Opinion Through the Delphi Technique, National Lab for Higher Education, Mutual Plaza, Durham, NC 27701, 1971, 86 p., $2.00.

   This research monograph describes a study performed at five higher education institutions with differing characteristics. The purpose was to investigate (1) how well the preliminary form of the Institutional Goals Inventory identifies an institution's goals as percieved by different groups, and (2) whether the Delphi technique produces opinion convergence among different on-campus and off-campus groups with regard to an institution's goals.

COMMUNITY DEVELOPMENT GOALS

4. Finch, Dr. Harold L. and Professor Norman C. Harris. Educational Needs Survey of Johnson County, Kansas 1969, Johnson County Community College, 111th & Quivira, Overland Park, KS 66210, May 1969, 72 p.

   This study completed before the opening of the college had two purposes: (1) to determine the needs and aspirations of the potential students of the College and (2) to determine the immediate and projected manpower needs of the industry, business, and professional segment of Johnson County. The report provided realistic and detailed inputs into the curriculum and facilities planning efforts of the college staff.

5. Lucas, John A. Community Response to the Long Range Planning Model, William Rainey Harper College, Office of Planning and Research, Palatine, IL 60067, July 1971, 10 p.

   A survey was made of 500 households in Harper's district asking lay opinion about key ingredients in the long range planning model.

6. Wigler, Ken. The Federal City College Registered Voter's Panel: An Analysis, Federal City College, Office of Institutional Research, Washington, D.C., July 1972, 25 p.

   This analytical report discusses the objectives and findings of an opinion poll of adult D.C. residents (registered voters) conducted by Federal City College. The objectives of the poll were to provide FCC with data from which the college could measure its own success, improve college-community relations, and assess and/or reassess priorities to reflect community needs and desires.

   The statistical device chosen to meet these objectives was the Panel approach. Due to certain limitations inherent in the questionnaire, it has been concluded that non-response bias has probably affected the results of this study. In spite of this bias, certain "conditional" conclusions may still be drawn from the Voter's Panel. Results of the analysis are included in the study.

SPATIAL ENVIRONMENTS OF HIGHER EDUCATION

7. Asher, E.J. Jr. Survey of High School Students' Attitudes Towards College Attendance, Office of Institutional Research, Western Michigan University, Kalamazoo, MI 49001, January 1972, 6 p.

   This study is based on the responses to a questionnaire sent to a sample of high school counselors in Michigan. These counselors were asked to share their observations of changes in attitudes of high school seniors and juniors about college attendance. The results indicate attitudes and attitude changes toward this University. And these data indicate significant changes in attitudes toward college attendance in general.

8. Blank, Arthur; Margaret Konefsky; Leonard Kogan; & Lawrence Podell. The Graduates Restudied, Dean Lawrence Podell, CUNY, 535 E. 80th Street, New York, NY 10021, September 1972, 153 p.

   This study compares the characteristics and post-secondary school activities of a stratified sample of 1971 N.Y.C. high school graduates with those of a similar sample of 1970 N.Y.C. high school graduates.

9. Finch, Dr. Harold L. (Major Author), Master Planning Commission of Kansas. Projection: Educational and Training Requirements of the Kansas Economy to 1985, Johnson County Community College, 111th & Quivira, Overland Park, KS 66210, August 1971, 65 p.

   The labor force requirements to 1985 were forecast and analyzed for 20 geographic regions within Kansas by sex for 10 occupational groups and for 5 educational and training preparation groups. The data which is summarized graphically for each region and the state also includes historical data back to 1940.

10. Khatel, Ms. Maranell. Report on Secondary School Attitudes toward Memphis State University, Memphis State University, Academic Affairs - Programs and Research, Memphis, TN 38152, August 1972, 76 p., $6.50.

    This report made use of the Semantic Differential in determining the attitudes of 4500 junior and senior secondary school students and their 210 teachers and counselors toward such aspects of the University as intellectual atmosphere and scholastic standards, physical facilities, financial factors, and sources of influences on attitudes. The information has been helpful in planning, admissions and recruitment, advising and counseling, and opportunities for academically poor and superior students.

11. Khatel, Ms. Maranell. Secondary School Attitudes Toward Memphis State University, Academic Affairs, Programs & Research, Memphis State University, Memphis, TN 38152, 1972, 89 p. (report), $7.00, 25 p. (abstract and summary), $1.75.

    The purpose of this study was to determine the specific attitudes of secondary school juniors, seniors, teachers, and counselors toward Memphis State University and toward particular aspects of the University as well as to discover who or what influenced those attitudes. In addition, differences in attitudes among the various groups were sought. The results had implications for admissions and recruitment, advising and counseling, programs for academically superior and marginal students, and development of opportunities for personal attention and involvement.

12. Martin, Lynn W., Chairman, The Task Force. The Report to the President of the University of Missouri from the Task Force on State-Level Coordination and Governance of Higher Education, Joe L. Saupe, 309 University Hall, University of Missouri, Columbia, MO 65201, July 1972, 71 p., number of copies limited.

    A study of the relative effectiveness of three forms of state level coordination and governance (Advisory Coordinating Agency; Coordinating Agency with Regulatory Powers; Consolidated Governing Board) based upon case studies of nine states and using thirteen evaluative criteria is reported. Conclusions regarding each evaluative criterion and ten recommendations are given. "The strong advisory coordinating agency or one with limited, but significant, regulatory powers is suggested..."

13. McLaughlin, Gerald W. & James R. Montgomery. Economic Impact of VPI and State University on the Community, Institutional Research, VPI and State University, Blacksburg, VA. 24061, September 1971, 9 p., Out of print.

    This study looks at VPI and State University as a major stimulus to the growth of the surrounding county and city. The expenditures of the organization are traced into two primary outlets: retail sales and housing - construction. The sources of these expenditures and the indirect effects of this spending are also presented. Results show that the economic influence of this University is dramatic.

14. Stephens, C.B. An Assessment of the Financing of Higher Education in the Fifty States 1960-1972, Illinois State University Library (after October 1973).

    An assessment of : (1) the trends in appropriations of state tax funds for operating expenses of higher education in each of the fifty states through an analysis of the variables: total state population, appropriations for per capita appropriations for operating expenses of higher education; and (2) the influence on these appropriation amounts by the variables of population, geographic location, history and traditions, and the percentage of students enrolled in private and public institutions of higher education.

15. Trotter, Bernard and Mario Creet. Counting is not Accounting, Article from University Affairs, October 1972 published by The Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa K1P 5N1, October 1972, 2 p.

    The article is based on sections of a brief to the Commission on Post Secondary Education in Ontario entitled "Public Accountability - A Practical Approach for the University System in Ontario." A hierarchy of accountability is postulated. It is then argued that the level of statistical detail at each level of accountability should be comparable with the ability and opportunity of those to whom accounting is made to understand the limitations of the quantitative data to describe the activities under evaluation. The full brief with appendices (48 pp) is available from the authors, Office of Academic Planning, Queen's University, Kingston, Ontario.

See also: 83 & 158

THE UNIVERSITY

16. Morey, Ann I. & Glen Nyre. The Organization of Continuing Education Programs at Selected Universities: A Summary (OIS 72/9), Office of Institutional Studies, University of Southern California, SSW 403, Los Angeles, California 90007, January 1972, 12 p., $1.00.

    Twenty-two urban public and private universities participated in a survey concerning the organizational structure and scope of continuing education programs. Each respondent assessed the advantages and disadvantages of the particular structure under which he is operating.

17. Office of Institutional Studies Staff. Student and Faculty Participation on College and University Board of Trustees (OIS 72/18), Office of Institutional Studies, SSW 403, University of Southern California, Los Angeles, California 90007, September 1972, 14 p., $1.25.

    Forty-seven institutions of higher education (including 40 members of the American Association of Universities) responded to a questionnaire concerning policies, practices, and experiences of student and faculty participation on their Boards of Trustees.

18. Office of Institutional Studies Staff. Co-educational Housing at Colleges and Universities (OIS 72/17), Office of Institutional Studies, University of Southern California, SSW 403, Los Angeles, California 90007, October 1972, 23 P., $1.50.

    Thirty-three institutions of higher education, including many members of the American Association of Universities, participated in a study dealing with the types of physical arrangements, perceived merits and faults, reasons for introducing co-educational housing, and the reactions of parents and administrators.

19. Stordahl, Kalmer. Student Perceptions of the Campus Environment. Office of Institutional Research, Northern Michigan University, Marquette, MI 49855, December 1972, 30 p.

    Students' perceptions of six characteristics of the University environment were assessed in 1968 and 1972: academic environment, facilities and services, cultural climate, communication, community relationships, and ethical and moral values. Only minor changes between 1968 and 1972 were found. Freshmen expressed the most and juniors the least favorable reactions. Women viewed several characteristics more positively than men. Off campus students held more favorable views of the University than those in residence halls, except in the communications area.

THE COMMUNITY COLLEGE

20. Blai, Boris Jr. Capstone Survey (Mail Questionnaire Returns) (IRR 72-39), December 1972, 3 p.

    A sample of 30 two-year colleges responded to a mail questionnaire relating to "usual" percentage responses for various types of mailed questionnaires. The replies suggest that maximum returns might be anticipated from a forced-choice questionnaire among identified administrators; with higher returns from females in the 25-40 year age-groups; between October and December.

See also: 4 & 6

INSTITUTIONS OF HIGHER EDUCATION WITHIN THE CIVIL GOVERNMENT

21. Butler, Dr. Richard P. Comparison of USMA Graduates from the Class of 1950 with Graduates from Other Colleges on Selected Variables, Office of Institutional Research, United States Military Academy, West Point, New York 12550, November 1971, 72 p.

    The purpose of this study was to compare the responses of USMA graduates from the class of 1950 with those of graduates from civilian colleges on a number of topics of current interest. Most of the topics dealt with many of the goals of education which are obtainable and observable only in adult life. The questionnaire that was used to gather data on these goals of education and other information consisted of the following seven major sections: background information, activities, changing society, viewpoints, educational benefits, memory of college experiences, and personal traits. The respondents to the mailed questionnaire were divided into five groups: USMA graduates still on active duty; USMA graduates not on active duty; the total number of USMA graduates not on active duty; the total number of USMA graduates who responded to the questionnaire; graduates from eight civilian engineering and science schools; and graduates from 74 civilian colleges and universities.

22. Houston, John W. A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges, Class of 1975, Office of Institutional Research, United States Military Academy, West Point, New York 12550, February 1972, 46 p.

    This report compares new cadets at USMA in the Class of 1975 with other entering college freshmen at institutions in the following norm groups: All four year, technical, private, and public colleges. The American Council on Education's survey, which is the basis for this report, investigates data on secondary school and socioeconomic background, values interests, and activity patterns.

23. Marron, Dr. Joseph E. The Use of Types of Athletic Participation as Moderator Variables, Office of Institutional Research, United States Military Academy, West Point, New York 12550, November 1971, 16 p.

    Types of athletic participation (varsity versus non-varsity) were studied for possible contribution to the prediction of performance at USMA. Data on the Class of 1972 were used. The criteria were End-of-Plebe Year (a) Aptitude for the Service Ratings (ASR) and (b) active versus resigned. There is some evidence that the prediction of ASR can be improved. From the statistical analysis utilized, there is evidence that the same methodology would be useful for identifying and comparing group norms.

24. Marron, Dr. Joseph E. The Use of Environmental Information as Moderator Variables in Prediction, Office of Institutional Research, United States Military Academy, West Point, New York 12550, July 1971, 19 p.

    Academic, Leadership and Resignation Environment and Interest scores were validated on the Class of 1972. Results of the study indicate that background data on environment and the utilization of available facilities and artifacts are of little value as predictors. Indications are that such data are better utilized as moderator variables. This report examines two of the Environment-Interest scales as Moderators with encouraging results.

25. Morgovsky, Joel (updated LTC F. L. Liveoak, Jr.). The New Cadet: Information for the Parents of the Class of 1976, Director of Institutional Research, United States Military Academy, West Point, New York 10996, June 1972, 68 p.

    A survey of the parents of new cadets at the U. S. Military Academy revealed that parents felt ill-prepared to assist their sons through the initial indoctrination period at West Point. This booklet was prepared to provide the necessary information for the parents of new cadets to the Class of 1976.

See also: 124, 125, 129, 135, 168, & 172.

CURRICULUM AND INSTRUCTION

26. Bailey, Robert L. (Ed.). A Report of the Sub-Committee to Survey the Acceptance of Non-Traditional Grading Patterns by Government, Industry and/or Graduate Institutions - 1972, Cashier, Governors State University, Park Forest South, IL. 60466, April 1972, 51 p., $1.50.

    The primary purpose of this publication was to inform the reader of the effect that various non-traditional grading schemes have for student employment by government and private enterprise and on student admissions to graduate and professional schools.

27. Cope, Robert; John McMillin; & Judy Richardson. A Study of the Relationship Between Quality Instruction as Perceived by Students and Research Productivity in Academic Departments, Professor Robert Cope, M203 Miller Hall, University of Washington, Seattle, Washington 98195, November 1972, 43 p., $5.00, Make checks out to "Higher Education Essay Contest".

    A U.S.O.E. financed study of the relationship between the quality of teaching and the quality of research in 17 academic departments at the University of Washington. The results indicate that no relationship exists. Includes review of related research and a specially developed form for the evaluation of teaching.

28. Counelis, James Steve. The Grade of Incomplete: A Brief Review and Comment, Office of Institutional Studies, University of San Francisco, San Francisco, California 94117, October, 1972, 12 p., $1.25.

    An empirical review of the distribution of incomplete grades by discipline for Fall 1971, Intersession 1972, and Spring 1972. Histogram by discipline provided. Call for a review of automatic "F" grade policy in relation to incompletion of courses.

29. Dillon, William J. Academic and Professional Degrees and Other Certificates of the University of San Francisco: 1863-1971, Office of Institutional Studies, University of San Francisco, San Francisco, California 94117, April 1972, 12 p., $1.25.

    Presents historical time series, 1863-1971, by degree and field, including honorary degrees. Also a 1949-1971 time series for special certificates in law, business, and California educational credentials through the School of Education.

30. Dillon, William J. University of San Francisco School of Nursing: Course Distribution: 1968-1972, Office of Institutional Studies, University of San Francisco, San Francisco, California 94117, April 1972, 7 p., $1.00.

    Monitoring report on the innovative nursing curriculum in the School of Nursing. Course distributions by departments: overall distribution between nursing and general academic courses is about 49% and 51% respectively.

31. Finch, Dr. Harold L. & Dr. Michael C. Noland. Planning and Development of Vocational Education and Services for the Hearing Impaired, Johnson County Community College, 111th and Quivira, Overland Park, KS. 66210, July 1971, 79 p.

    A survey of the Kansas hearing impaired showed that they are inadequately prepared for the world of work and training opportunities are extremely limited. In a second survey, employers expressed the belief that vocational training would be of benefit to the hearing impaired. Upon completion of the feasibility study, the first hearing impaired students enrolled during the Spring of 1972.

32. Good, Harold M. & Bernard Trotter (Ed.). Frontiers in Course Development: System & Collaboration in University Teaching, The Editors, Office of Academic Planning, Queen's University, Kingston, Ontario, Canada, January 1972, 121 p.

    This publication is comprehensive report of the conference on teaching university biological sciences held in May, 1971 under the sponsorship of the Council of Ontario Universities and the committee on University Affairs. Addresses by D. G. Hawkridge of the Open University, W.H. Dowdeswell of Bath University. Full reports of the results of three separate workshops are included as well as an evaluation of the effectiveness of advance study materials and organization of the conference. The proceedings are as relevant to course development in general as to biological science in particular.

33. Gramza, Ken R. & Cecilia R. Jakovich. A Review of the Completion Rates of Freshmen Requirement Courses at Federal City College, Federal City College, Office of Institutional Research, Washington, D.C., October 1972, 26 p.

    Average completion rates of courses designated as the Freshman requirements were examined in an attempt to determine which types of student majors were completing their freshmen requirements within a given amount of time. The value inherent in this investigation was the pinpointing of where improved counseling and class scheduling was needed within the college. Several hypotheses were postulated as affecting a student's completion of the freshmen requirements and recommendations for further investigation of the problem were presented.

34. Jackson, Iris. The Honors Program Study - Phase II, Students and Faculty Opinion, Institutional Research and Planning, The University of Alberta, Edmonton, Alberta, Canada, Attention: D. Otto, June 1971, 32 p.

    The University of Alberta, a Canadian university, has a three year general bachelor degree program and a four year honors degree program in its two largest faculties: Arts and Sciences. Faculty who taught in honors programs, honors students, honors graduates, general degree program students, and students who withdrew from the honors program were surveyed. All agreed that the honors program should continue. Faculty in Arts differed from their colleagues in Science in that those in Science favored a closer supervision of course election by honors students.

35. Jordan, Edward D., Ph.D. Student Credit Hour Distribution Within the University: 1971-72, Institutional Research & Planning Office, The Catholic University of America, Washington, D.C. 20017, October 1972, 69 p., $2.00.

    A major descriptive instruction output measure of the academic units which comprise the university and its implications for tuition income allocation.

36. Kingsbury, Ralph D. A Presentation of Student Credit Hour Enrollment, Full-Time Equivalent Faculty, and Cost of Instruction at the University of North Dakota, Office for Institutional Research, University of North Dakota, Grand Forks, North Dakota 58201, published each semester, 40 p.

    A presentation of current student credit hour enrollment and full-time equivalent faculty by level of class within each department. An historical comparison is also provided. In addition, the SCH load per FTE faculty is calculated as is the direct cost of instruction by course level within each department. The report is prepared each semester and is available for the Fall of 1971 and 1972 and the spring of 1972.

37. Knoop, Sister Catherine Therese. Statistical Profile for Mount St. Mary's College, Los Angeles, California, Office of Institutional Research, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, CA 90049, 1972, 79 p.

    A report on enrollments, class sizes, student credit hours; high school classes represented in entering freshman classes; grade distributions; degrees granted; financial data, including ten-year comparative data on total operations in current and constant dollars; teaching loads and student-faculty ratios; specific academic department data; environmental factors of the College vicinity.

38. Martens, Freda R. H. A Study of the Academic Advisement System at Dutchess Community College, Freda R. H. Martens, Director of Institutional Research, Dutchess Community College, Poughkeepsie, New York 12601, December 1971, 29 p.

    A paradigm of the scope, structure, accomplishments, etc., of an academic advisement system was constructed against which to test Dutchess Community College's academic advisement program. Opinions of randomly selected faculty and students were analyzed to ascertain both the strengths and weaknesses of DCC's program and how closely it approximated the hypothesized ideal system. In the light of this analysis, it was proposed that new statements of philosophy and objectives, a more flexible structure, in-service training of new faculty, and an on-going evaluation of the program be developed in order to meet more fully the advisement needs of all students. At this time, 76% of the students and most of the faculty considered the program to be satisfactory.

39. Mayhew, Lewis; John F. Noonan; & W. Frank Hull IV; (Ed.). The Time is Now: Curricular Opportunities for the Seventies, Toledo: Center for the Study of Higher Education, 1972, The Bookstore, University of Toledo, Toledo, OH 43606, 1972, 67 p., $2.80.

    Specifically addressing the liberal arts college faculty, this piece places the issues of today and options for their resolution into the open. Chapters deal with: 1) Lower division students; 2) improving collegiate education; 3) innovation and reform: Why so rare!; 4) evaluation, assessment and public accountability; and 5) a panorama of academic change.

40. Office of Program Planning and Analysis. UGA Output Programs with HEGIS Crossclassification, Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602, July 1972, 29 p.

    This document is the reference source for the crossclassification of presently authorized UGA major field codes, codes for degrees granted within those major fields and the Higher Education Information System (HEGIS) code structure. As an appendix it contains "A Taxonomy of Instructional Programs in Higher Education" developed by WICHE.

41. Sterns, A. A. The Concept of a Program Structure: An Alternative to NCHEMS PCS, Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602, May 1972, 15 p.

    Discusses the program structure developed independently at UGA, by dealing with a particular phase of NCHEMS work, i.e., their Program Classification Structure (PCS). It considers the three "primary programs" presented by NCHEMS as "primary functions" and then categorizes the alternative programs so as to link to the outputs of higher education. The alternative program categories are "Direct Student Related Programs"; "Environmentally Related Programs"; and "Inwardly Directed Programs".

42. Trotter, Bernard. Television and Technology in University Teaching, Council of Ontario Universities, 102 Bloor Street West, Toronto, Canada M5S 1M8, 1971, 84 p.

    A report to the Committee on University Affairs and the Committee of Presidents of Universities of Ontario. Analyzes problems of making cost effective use of television as well as its potential for such use. Surveys investment in television facilities and operating costs in Ontario Universities. Includes a model for assessing relative costs of large scale use in conventional universities of various sizes and a simple method of assessing television costs and use in a single institution.

43. Willett, Dr. Lynn H. Innovative Teaching Evaluation, Office of Institutional Research, Moraine Valley Community College, Palos Hills, Illinois 60465, September 1972, 26 p., $1.00.

    Students and instructors evaluated six innovative teaching methods currently being used at Moraine Valley Community College. Students rated the methods on an eight-item questionnaire (enclosed), using traditional methods as the basis of comparison. Instructors evaluated the methods using an open-ended questionnaire (enclosed).

See also: 16, 68, 97, 98, 141, 147, 177, & 178.

RESEARCH

44. Gaither, Gerald H. An Annotated Bibliography of Institutional Research, Office of Institutional Research, Room 62, Administration Building, University of Tennessee, Knoxville, TN 37916, November 1971, 6 p., gratuity.

    An annually published booklet, it containes brief descriptions of research projects conducted at UTK Office of Institutional Research. Included are reports on faculty, students, admissions, recruiting, planning and miscellaneous items.

45. McLaughlin, Gerald W.; James R. Montgomery; & Leslie F. Malpass. An Investigation of Department Heads at a State University, Institutional Research, VPI and State University, Blacksburg, Virginia 24061, June 1972, 22 p., out-of-print.

    This paper focuses on the job of departments heads at VPI and State University and the opinions of those holding this position. Forty-three department heads responded to a questionnaire involving departmental goals, job requirements, and job satisfaction. The results show that the heads are basically satisfied except for opportunities for Self-Development. They tend to consider themselves as leaders in content specialities and primarily enjoy activities of program buildance and supportive development of faculty and students. Administrative duties are typically seen as unpleasant and time consuming.

46. McLaughlin, Gerald W. & James R. Montgomery. Research Needs of Community Colleges, Institutional Research, VPI and State University, Blacksburg, Virginia 24601, September 1972, 24 p., out-of-print.

    The Delphi technique was utilized in this study to collect data from a panel of 100 respondents selected to be representative of administrators from all of the community colleges in Virginia as well as other involved professionals. A sequence of four questionnaires was developed containing seven demands and approximately sixty research topics based on the specific problem areas. Many analyses were undertaken on data received: standard deviation of items on final round from their variation on previous rounds; repeated measures analysis of variance for perceived importance of demands; factor analysis of importance of specific items and a final analysis related the size and urban-rural nature of the institutions represented.

47. Mehra, Dr. Nim. Factor Analysis in the Investigation of Multidimensional Institutional Problems, Institutional Research and Planning, The University of Alberta, Edmonton, Alberta, Canada, Attention: N. Mehra, December 1972, 40 p.

    This paper discusses the use of Factor Analysis in the investigation of multidimensional institutional problems and presents the results of one such application. It is argued that any global rating system in such enquiries is tantamount to an over-simplification of the underlying reality, whereas, the manipulation of mass information collected on various aspects of a problem is often too complex for most human minds to grapple with. Factor-analytic techniques enable to simplify the analysis of data by delineating a few salient response patterns. The data can then be more effectively analyzed with reference to the reduced dimensionality variables. The arguments and empirical evidence presented in support of the suggested methodology are taken from the study "The Implications of Introducing a Semester System at the University of Alberta" by the author.

48. Mehra, Dr. Nim. Standardized Versus Unstandardized Techniques of Factor Analysis in a Study of Organizational Climate, Institutional Research and Planning, The University of Alberta, Edmonton, Alberta, Canada, Attention: N. Mehra, July 1972, 30 p.

    In this paper new arguments are presented comparing the two techniques - the "standardized" vs. the "unstandardized" - of factor analysis (or equivalently, the Q vs. R techniques). The paper provides empirical evidence, from the study "Organizational Climate" by the author, that the two techniques yield factors basically different in nature and consequently, which of the two techniques should appropriately be used in a particular study depends on the objectives of the study.

49. Office of Program Planning and Analysis. Data Element Dictionary Research Related Elements Section, Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602, 17 p.

    The NCHEMS at WICHE has prepared a series of Data Element Dictionaries which primarily serve the instructional function. It is, of course, necessary to clarify and add elements relating to research and service functions. This "Research" data elements dictionary is a part of the University of Georgia effort. The "dictionary" is compatible with the Information System developed at WICHE as well as with the PPB System developed at UGA.

50. Office of Program Planning and Analysis. Data Elements Dictionary Service Related Elements Section, Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602, 20 p.

    The NCHEMS at WICHE has prepared a series of Data Element Dictionaries which primarily serve the instructional function. It is, of course, necessary to clarify and add elements relating to research and service functions. This "Service" data element dictionary is a part of the University of Georgia effort. The "dictionary" is compatible with the Information System developed at WICHE as well as the PPB System developed at UGA.

51. Sunley, Traer. A Strategy for Contrasting and Selecting Standardized Tests to Assess Intellectual Impact, Office of Institutional Research, Federal City College, Washington, D.C., May 1972, 60 p.

    This study employs the use of a test analysis instrument designed to collect validity reliability and normalization data on tests reviewed in tests and measurements journal and in the technical manuals accompanying commercially available tests. One hundred and fifty-three tests are reported on. A selection procedure for identifying the most suitable tests in each of the seven areas of intellectual impact is proposed and summary sheets contrasting all of the technical data compiled in the inventory are appended. This inventory documents the fact that the field of educational and psychological testing is still in its early stage of development. The study also identifies the gaps, inadequacies and lack of balance in the types of information provided on commercially prepared tests. While there is a diversity of test contents and approaches suggested in response to the varied needs in educational assessment, the task of selecting the best instruments still remains the crux of the problem. The report also reiterates the responsibility of the test user to conduct his own independent validation studies which would enhance relevance of test instruments to specific testing objectives and testing environment.

See also: 27, 129, & 178.

PROFESSIONAL AND GRADUATE EDUCATION

52. Counelis, James Steve. Graduate Education in the University of San Francisco, Office of Institutional Studies, University of San Francisco, San Francisco, California 94117, May 1972, 29 p., $2.50.

    Twelve empirically descriptive findings describing graduate education at the University of San Francisco, 1970-1972. Twelve master level programs are detailed by student credit hours and enrollment data.

53. Peterson, Marvin W. & John S. Waggett. Interinstitutional Cooperation in Doctoral Education, New York State Board of Education, September 1972, 101 p.

    This research project and report for the New York State Commission on Doctoral Education analyzes existing patterns and experiences with interinstitutional cooperation at the doctoral level, develops an analytical schema for assessing the potential of such arrangements, and investigates the role of the state agency in fostering them.

See also: 29, 34, 90, 145, & 163.

STUDENT SERVICES

54. Adams, Larry La Mar. A Statistical Comparison Between ACT and SAT Scores as Used in Entrance Prediction Equations at Brigham Young University, Office of Institutional Research, 230 MSCB, Brigham Young University, Provo, Utah 84601, January 1973, 37 p.

    The analysis of ACT and SAT scores was three-fold; to statistically determine: (1) the best set of variables for prediction equations; (2) if separate equations are needed for each sex, or if one equation could be used for both male and female students; and (3) the relative contribution to the prediction equation between SAT and ACT scores according to the students' geographic area of the United States.

55. Brunt, Judy & David Otto. Student Withdrawals 1970-71, David Otto, Institutional Research and Planning, The University of Alberta, Edmonton, Alberta, Canada, February 1972, 17 p.

    Students who withdrew from the University of Alberta were formerly required to see a counsellor in the Students Counselling Office. During the Winter term 1970-71 these students were asked to complete a questionnaire, which cited six reasons for withdrawing and asked the student to give the relative worth of each reason. Some students (N=397) did not do this. This study compares the Registrar's records with the Students Counselling records.

56. McLaughlin, Gerald W.; William Stull; & James R. Montgomery. Temporary Residence Hall Assignments: The Impact on the Original Room Occupants, Institutional Research, VPI and State University, Blacksburg, Virginia 24061, December 1972, 9 p.

    The purpose of this study is to review what happens to the original two occupants in a dormitory room when a third person is added as a temporary roommate. Data were collected on a questionnaire with items relating to age, hours spent studying, and attitudes toward residence hall life. A total survey group of 122 freshmen rooms and 76 nonfreshmen rooms yielded 92 percent useable data. This study found no short-term decrease in grades when a third person was placed in a two-man room. This tripling did cause more roommate disagreements and a lower attitude about overall residence hall life, undesirable effects which were especially noticeable among nonfreshmen.

See also: 38, 99, 100, 105, 125, 135, & 159.

GOVERNMENT AND MANAGEMENT ACTIVITIES

57. Cumming, William Kenneth. Educational Administration for Systems Technology and Innovation, Association for Educational Data Systems Journal or $.20 to author for xerox copy (Dr. W. K. Cumming, 707 N. Carolina Ave., Cocoa, FL 32922), June 1972, 6 p.

    Our cybercultural world requires catalytically utilized systems for total information flow in education. Information origination, production, and dissemination are a continuum and should thus be integrated. Institutional research, together with other elements for institutional change (i.e., computer centers and media services), should be united under a vice president for educational development and services.

58. Lucas, John A. Evaluation of the MBO System at Harper College, William Rainey Harper College, Office of Planning and Research, Palatine, Illinois 60067, April 1972, 27 p.

    A survey was made of 40 administrators who have been involved with management by objectives at Harper College for the last two years. The survey form summarizes the literature as to the most critical factors which control the success of failure of MBO in any organization.

See also: 147.

ACADEMIC GOVERNANCE

59. Blai, Boris, Jr. Faculty/Student Participation in College Standing Committees, (IRR 72-19), Boris Blai, Jr., Director of Research, Harcum Junior College, Morris & Montgomery St., Bryn Mawr, PA. 19010, July 1972, 8 p., $1.00.

    In the course of the academic year 1971-72, as a detailed analysis revealed, some 419 topical discussions and deliberations were engaged in by some 8 students and 39 faculty members in Divisional, Committee, Faculty Assembly, and College Council meetings, for an average student attendance of 57%, and for faculty, an average of 11 'participations' - a very substantial number.

See also: 17.

PLANNING

60. Bailey, Robert L. & Others. Planning, Programming, Budgeting System for an Office of Admissions and Records, Cashier, Governors State University, Park Forest South, Illinois 60466, December 1972, 62 p., $1.50.

    This document represents a combined Organizational Model of Academic Administration and Program, Planning, Budgeting System for an Office of Admissions and Records at a senior commuter university. This model was developed for a potential enrollment of 10,000 FTE students.

61. Coates, D. E.; D. G. Lamont; R. A. Schroeder. Cycle: A Computer-supported Process for University Operations Scheduling, D. E. Coates, York University, 4700 Keele St., Toronto, Ontario, Canada, M3J 1P3, October 13, 1972, 12 p.

    A scheduling process was developed by adapting network methods to operations characterised by multiple start dates, several calendars of working days for categories of offices (committees through computers), with certain dates fixed by external decision (registration, convocation, etc.) and remaining dates free. The algorithm was tested by application to the 1972-73 academic cycle of York University.

62. Counelis, James Steve. Tuition Pricing: An Instructional Factors Matrix Approach, Office of Institutional Studies, University of San Francisco, San Francisco, California 94117, February 1972, 15 p., $1.25.

    Presents a systematic approach to tuition pricing that involves levels of discipline difficulty/complexity and instructional formats dimension in terms of degree of direct teacher/student contact. A factors matrix is constructed and its use is illustrated upon data from mythical university.

63. Fawcett, L. R.; James R. Montgomery; Gerald W. McLaughlin. A Model for Teacher Supply and Demand, Institutional Research, VPI and State University, Blacksburg, Virginia 24061, October 1972, 18 p.

The purpose of this study is to predict what the supply:demand ratios for beginning teachers in both Virginia and the nation will be from the present to 1979 if teacher production continues at current rates. Findings of this study show that the oversupply of secondary and elementary level teachers is imminent. It appears that efforts directed to expand demands for teachers are unlikely; therefore, a more realistic approach would be to direct attention at the supply factors.

64. Finch, Dr. Harold L. & Dr. Kenneth E. Anderson (Major authors), Master Planning Commission of Kansas. Postsecondary Educational Planning to 1985: Final Report and Recommendations, Johnson County Community College, 111th and Quivira, Overland Park, Kansas 66210, December 1972, 62 p.

The recommendations based on a 30 - month study of Kansas postsecondary education included: (1) integration of area vocational-technical schools and community colleges; (2) statewide governance plan for coordinating postsecondary education; (3) revised procedure for distributing revenue. 1980 enrollment and operating budget projections for each Kansas postsecondary institution were obtained via a computer model developed to analyze critical planning factors.

65. Higley, H. Bruce & George Squires. College Graduate Job Opportunities - Supply and Demand, Office of Institutional Research - 230 MSCB, Brigham Young University, Provo, Utah 84601, 1972, 29 p.

Interrelates data from two sources: (1) the Projected Employment Requirements to 1980 from Bulletin 1701 of the U. S. Dept. of Labor, Bureau of Labor Statistics and, (2) the Projected college Degree Completions from a report prepared by the National Center for Educational Statistics Projected through 1979-80. Highlights the imbalances between supply and demand in individual occupations generally requiring college training.

The purpose of this study was to bring under one cover information regarding the supply of college trained workers and the demand for their services. The results indicate an abundance of supply over demand in education, English, and journalism, fine arts, foreign languages, and social sciences. Demand far exceeds supply in some of the health professions, specifically for registered nurses. Demand is approximately equal to supply in areas such as engineering, accounting, mathematics, statistics, and computer sciences.

66. Lucas, John A. Community College Response to Long Range Planning Model, William Rainey Harper College, Office of Planning and Research, Palatine, Illinois 60067, July 1971, 8 p.

67 community colleges were surveyed as to their status with regard to key ingredients in a long range planning model.

67. Lucas, John A. Faculty Responses to the Long Range Planning Model, William Rainey Harper College, Office of Planning and Research, Palatine, Illinois 60067, July 1971, 21 p.

A survey was made of faculty and administrators at Harper College asking their opinion regarding key ingredients in the long range planning process.

68. McMinn, William & G. Hamilton. Orgnaization of the Academic Year, Commission on Post Secondary Education in Ontario, Ontario, Canada, February 1971, 213 p., $3.00.

    A background study to describe the alternative ways in which the academic year could be organized. The study was to examine the merit of these alternative models in the light of experience and to estimate the effects of these alternative patterns on operating and capital costs. An important feature of this study was the use of simulation models to estimate the operating and capital cost effects of various practical alternatives.

69. Pardasani, N. F. Faculty Flow Analysis in Steady State (OIR-18), Office of Institutional Research, McMaster University, Hamilton, Ontario, Canada, March 1972, 13 p., $1.00 (or can be obtained in bound copy with OIR-15, 16, and 17 for $4.00).

    The model described in this paper demonstrates the underlying structure of the appointment, promotion and retirement system in the university. Its purpose is to aid university management to study and predict quantitatively, the effect operating policies, long range goals, and restrictions may have on the size and distribution of the faculty.

70. Peterson, Marvin W. Organization and Administration in Higher Education: Sociological and Social-Psychological Perspectives, Chapter in AERA's Review of Research in Education: Volume II, January 1973, 70 p.

    This chapter represents an extensive review of the research done in the last ten (10) years on the organization and administration of colleges and universities done from the conceptual and methodological perspectives of sociology and social psychology. The review highlights conceptual developments, methodological advances, and research gaps at the interorganizational, organizational, and administrative structure and process levels of analysis. It also reviews research on transfers, presidents, and chief academic offices.

71. Regents Advisory Council, New York City Regional Plan for Higher Education. A Regional Plan for Higher Education: A Report from New York City, Regents Advisory Council, Pace College, One Pace College Plaza, Room 11717, New York, New York 10038, June 1972, 143 p.

    Report of the findings and recommendations of the Regents Advisory Council, an 18-member board composed of chief executive officers of instruction of higher education in New York City, to the New York State Board of Regents concerning regional planning for Higher Education in New York City. The report presents 23 major recommendations resulting from this 10-month "pilot study" of regional cooperative activities for the New York City region. Also included in the report is an abstract of the Regents' reactions to these recommendations, presented as a 4-page insert (July, 1972).

72. Runner, Herbert W. Room Utilization Analysis, Administrative Assistant to the Executive Vice President, Boise State College, Boise, Idaho 83707, January 1972, 19 p.

    An example of analysis of the use of multi-purpose and special-purpose classrooms in an urban state college. Station Occupancy Ratios and Station Utilization Rates are developed with recommended management applications. Data on day and evening programs are included together with Net Assignable Square Feet Analysis.

73. Sterns, A. A. University of Georgia: System of Program Planning and Budgeting, Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602, 86 p.

Reflects the status of conceptualization, progress and partial implementation of a system of program planning and budgeting at the University of Georgia. Contains detail information flows necessary for implementation of PPB System, illustrates how the data files existing at UGA will support further development and implementation, and defines the end products in terms of the PPB System itself, providing an appraisal of progress in broad terms.

74. Tully, G. Emerson & Michael Austin. Academic and Manpower Planning in Social Work-Social Welfare Education: The Florida Experience, G. Emerson Tully, Director of Educational Research, Board of Regents, 207 Collins Building, 107 West Gaines Street, Tallahassee, Florida 32304, March 1973, 18 p.

The role of the institutional research officer in academic planning in the State University System of Florida was described. Traditionally looked upon as a data gatherer and analyst, the institutional research officer was now seen as a team member, working cooperatively with curriculum and manpower specialists, in linking professional manpower needs in social work to the output of the degree programs in social work-social work education designed to supply manpower needs. (In this project, the institutional research officer functioned more as a participant of a group planning to bring about hoped-for change than as a chronicler of past operations).

75. Ward, Wilfred A. An Enrollment Forecasting Model (OIR-P1), Office of Institutional Research, McMaster University, Hamilton, Ontario, Canada, January 1972, 2 p.

This paper briefly describes an enrollment prediction model, presenting a share-of-the-market, cohort survival ratio technique. The model was presented by the Midwest Research Institute at a PLANTRAN workshop in December, 1971.

76. Ward, Wilfred A. A Mathematical Description of a Student Flow Model (OIR-P5), Office of Institutional Research, McMaster University, Hamilton, Ontario, Canada, May 1972, 13 p.

This paper describes a stochastic model which can be used to study student shifts in enrollment mixes and to forecast enrollments by program and academic level.

77. Ward, Wilfred A. A Methodology for Obtaining Student Flow Data (OIR-P6), Office of Institutional Research, McMaster University, Hamilton, Ontario, Canada, May 1972, 13 p.

This paper describes the methodology for obtaining student flow data for full-time undergraduate students for the student flow model described in another paper - Mathematical Description of a Student Flow Model, OIR-P5.

78. Welch, William W. Student Budget Survey, Office of Institutional Research, 6074 Administration Building, University of Michigan, Ann Arbor, Michigan 48104, 1971, 22 p.

Objectives were to define a level of student expenditures and financial resources for benchmark purposes and to measure differences in amount of expenditures and resources by type of student and by type of expenditure and resource. Questionnaires were sent to a sample of one-eighth of the Fall 1970 U of M student body. Results were used to establish equitable policies of allocating financial aid.

See also: 10, 18, 31, 44, 47, 80, 86, 87, 91, 93, 95, & 96.

BUDGETING

79. Caruthers, J. Kent. 1972-73 Faculty Salary Survey by Discipline, Office of Institutional Research, Oklahoma State University, Stillwater, Oklahoma 74074. 1972, approximately 20 p., $1.00.

Summary of the annual faculty salary survey conducted by the Office of Institutional Research, Oklahoma State University. Salary averages are reported by academic rank for sixty disciplines (departments), thus providing more information than other well-known surveys. Information was drawn from approximately twenty public institutions. Includes brief description of the methodology employed.

80. Counelis, James Steve. Estimates in Futures: Projections, Planning and the University Budget, Office of Institutional Studies, University of San Francisco, San Francisco, California 94117, November 1972, 122 p., $6.00.

This report presents a brief text of theory and policy in budgetary decision-making. In terms of student credit hours and enrollments in credit and non-credit courses; 69 graphs and 6 charts summarize the historical and regression estimates for income projections by school and college. Data from FY 1968-1969 to FY 1972-1973 were the basis of regression estimates.

81. Dillon, William J. University of San Francisco Historical Series Charts on Education Costs: 1900-1972, Available through ERIC: ED 062 925, April 1972, 10 p.

Historical series of educational costs at the University of San Francisco 1900-1972. Also a semi-log chart plots these data.

82. Faber, Joan. Outside Funding at Montgomery Community College, ERIC #ED 066-151, Office of Institutional Research, Montgomery College, Blue Bell, Pennsylvania 19422, June 1972, 33 p.

A manual to assist college personnel in developing proposals and applications for outside funding grants. The author explains the processes required by granting agencies and relates them to the procedures of the College.

83. Finch, Dr. Harold L. & Dr. Elaine L. Tatham. Demographic Study of Johnson County, Kansas, Johnson County Community College, 111th and Quivira, Overland Park, Kansas, 66210, October 1972, 15 p.

    The demographic planning model was designed to predict population characteristics within the County taking into account possible future social, economic and political factors which could affect migration patterns as well as birth and death rates. A special capability afforded by the planning tool is its ability to analyze the scope of unpredictable trends.

84. Gramza, Ken R. & Albert L. Carter. Comparative Expenditures Per FTE Student at Federal City College, Middle States Public Institutions and the National Average, 1969 Through 1973, Federal City College, Office of Institutional Research, Washington, D.C., March 1972, 26 p.

    This examination was conducted in order to respond to Federal City College's financial constituencies on how much the college is spending on the education of full-time equivalent students and how these expenditures compare with national, regional, and local expenditures for public higher education.

    Results of this study indicate that over the past four years expenditures per student at FCC have been less than: (1) the national average; (2) expenditures per student at our neighboring states - Maryland and Virginia; (3) the expenditures per student in public institutions within the boundaries of the Middle States Accrediting Association of Colleges and Secondary Schools.

85. Gramza, Ken R. & Annie R. Diaz. A Comparative Unit Cost Study Between Federal City College and Other Colleges, Federal City College, Office of Institutional Research, Washington, D.C., January 1972, 24 p.

    This study concerning comparative unit cost between Federal City College and other colleges was undertaken to demonstrate expenditure patterns and the relationship between departments and divisions within FCC and 16 other colleges offering similar sets of programs. With this in mind, attempts were made to identify the most costly departments and divisions of the college. The analysis of this study has brought forth a plausible strategy in assisting policymakers concerned with the allocation of resources by identifying specific programs requiring: (1) increase in budgetary allocation; (2) no possible increase in current budget; (3) further evaluation for possible reduction; or (4) further evaluation to suggest merging with another program.

    The results of the study show that there were three main clusters of academic divisions within FCC. These clusters are: (1) divisions which appear to be spending beyond the average expenditure level of sample colleges; (2) divisions which registered the lowest cost both at FCC and with other similar divisions offered by sample colleges; and (3) divisions which spend within the average or slightly below average cost reported elsewhere.

86. Hirst, S. L. FACOP: Faculty Optimization (OIR-16), Office of Institutional Research, McMaster University, Hamilton, Ontario, Canada, February 1972, 26 p., $1.00 (or can be obtained in bound copy with OIR-15, 17, and 18 for $4.00).

    This report discusses results using FACOP, a computer program to investigate the resource allocation problem of faculty hiring and promotion patterns, documented in an occasional paper, FACOP, OIR-P3. FACOP aids the decision-maker in hiring lower rank faculty.

87. Hirst, S. L. OPFAC: A Control Theory Solution to Optimal Faculty Staffing (OIR-17), Office of Institutional Research, McMaster University, Hamilton, Ontario, Canada, March 1972, 21 p., $1.00 (or can be obtained in a bound copy with OIR-15, 16, and 18).

    This report discusses results using OPFAC, a computer program to investigate the resource allocation problem of faculty hiring and promotion patterns, documented in a paper, OPFAC: A Control Theory Solution to Optimal Faculty Staffing, OIR-P2.

88. Jenny, Hans H. & G. Richard Wynn. The Golden Years - A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges 1960-1968, Vice-President for Finance and Business, The College of Wooster, Wooster, Ohio 44691, 1970, 217 p., $3.50 to educational and nonprofit organizations ($4.50 to others, discounts on multiple copies).

    An extensive study of the financial condition of 48 private four-year liberal arts colleges for the years 1960 through 1968 and describes the sixties as "the golden years" but reports that more than half of them now have deficits, 12 of them amounting to $200,000 or more.

    The report, prepared by Hans H. Jenny and G. Richard Wynn of the College of Wooster with assistance from the Ford Foundation, notes that during the last three years of the study, the number of colleges showing a surplus on current account declined sharply and reached the lowest level during the entire period in the last year. Simultaneously, the number of deficits increased and reached its maximum in the last year.

89. Jenny, Hans H. & G. Richard Wynn. The Turning Point - A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1970, Office of Vice-President for Finance and Business, The College of Wooster, Wooster, Ohio 44691, 1972, 99 p., $4.50 to nonprofit institutions.

    A new study of the financial conditions at private liberal arts colleges warns that "the moment of truth, if there is such a thing in the economics of higher education, seems to be nearer at hand." Hans H. Jenny and G. Richard Wynn, in a study updating their 1970 report, The Golden Years, also state: "We can show that, indeed, there is a worsening of the financial condition of private four-year liberal arts colleges. It also appears that the fundamentals determining long-term expenditure trends, to the extent that they are controllable by the several institutions, have not improved. Long-term per-student cost escalation has worsened, and student-faculty ratios have remained static. While expenditure trends seem to have worsened, income and income prospects have fallen off significantly."

90. Morelock, Judy. Law School Study, Volume XI, Number 16, Office of Institutional Research, 205 Alumni Hall, University of Tennessee, Knoxville, Tennessee 37916, January 1971, 8 p., Limited supply available.

    In this survey, a memorandum was distributed to ten schools asking them to evaluate rank, salary, funding, consultant arrangements, and expenses of their respective law schools. Comparisons were made with The University of Tennessee, and the data were presented in tabular form. Specific information from the individual schools was granted privacy in the report through the use of a letter code for each institution.

91. Pardasani, N. F. & S. L. Hirst. FACOP (OIR-P3), Office of Institutional Research, McMaster University, Hamilton, Ontario, Canada, February 1972, 15 p.

    This occasional paper documents FACOP, an extension of OPFAC: A Control Theory Solution. (OIR-P2), which investigates the resource allocation problem of faculty hiring and promotion, restricting hiring to the lower ranks.

92. Riggs, Robert O., Ed.D. An Incentive Pay System for Public Higher Education, Office of Administration and Planning, Madison College, Harrisonburg, Virginia, 22801, November 1972, 7 p.

    The author delineates the need and the rationale for the establishment of an effective merit-raise system within the academic setting. Under this aegis the procedures and guidelines employed in a model merit-raise system are outlined and the proposed criteria and evaluation scheme is discussed.

93. Sheehan, Bernard S. & Mervin G. Michaels. The University of Calgary Cost Study 1970-1971 (Report 74), Office of Institutional Research, The University of Calgary, Calgary, Alberta, Canada T2N 1N4, March 1972, 138 p.

    The study determines the unit cost of student academic programs at The University of Calgary by determining the activities of the university, the cost of these activities, and the contribution of each activity to student academic programs. The document details methodology and the results.

94. Sterns, A. A. Costing Principles in Higher Education and Their Application, Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Ath , Georgia 30602, 18 p.

    Provides a raison d'etre for applying known cost-accounting methodology within the realm of higher education and attempts to make the known techniques viable for sets of "objectives" within university environment. The schematic developed here is applied to a "department", the lowest level in the university hierarchy and demonstrates costs in every field necessary for the university resource-requirement (budgetary) process.

95. Ward, Wilfred A. OPFAC: A Control Theory Solution to Optimal Faculty Staffing (OIR-P2), Office of Institutional Research, McMaster University, Hamilton, Ontario, Canada, January 1972, 31 p.

    This paper documents OPFAC, a computer program to investigate the resource allocation problem of faculty hiring and promotional patterns using the technique of optimal control theory. OPFAC is a modified version of OPCON, a product of the Ford Foundation sponsored Research Program in University Administration at the University of California, Berkeley.

See also: 13, 36, 37, 73, & 78.

INNOVATIVE ACTIVITIES

96. Bailey, Robert L. New Instructional Space or Innovative Academic Programs, Cashier, Governors State University, Park Forest South, Illinois 60466, April 1972, 10 p., $1.00.

    Historical review of new concepts of academic programming and the academic facilities that needed to be designed to allow future development and changes in the academic program at Governors State University.

97. Brown, Charles I. Human Development: Undergraduate Student Studies in Education, Fayetteville State University Bookstore, Fayetteville, North Carolina 28301, 1972, 37 p., $1.00.

    This monograph is the end-result of a "teach yourself through research" experiment conducted by the editor in Human Development courses. Titles that caught the student's interest and included here are Child Development and the Comic Strips, Adolescent Development as Seen in Black Fiction, and Choosing Toys to Enhance the Total Development of the Young Child.

98. Morishima, James K.; Judith Fiedler; & Carl Dickinson. Acceptability of Non-Traditional Grading: Views of College and University Admissions Officers and Employers, Office of Institutional Educational Research, 1400 NE Campus Parkway, #530, PA-20, University of Washington, Seattle, Washington 98195, December 1972, i-vi, 38 p., $1.50.

    Results of a study of the evaluation of traditional and several non-traditional grading systems. Descriptions of the grading systems were evaluated by a sample of college and university admission officers and prospective employers. Respondents indicated the relative acceptability of candidates presenting records of the various types. Information was also obtained on the kinds of supplemental record desired, and on methods of processing academic records. (Summary and detailed report).

See also: 30 & 153.

THE STUDENTS

99. Adams, Larry La Mar. Academic Success of BYU Students who Major in Guided Studies and Took Guided Studies 101 Fall Semester 1968 or 1969, Office of Institutional Research, 230 MSCB, BYU, Provo, Utah 84601, September 1972, 15 p.

    Students admitted to BYU below a 2.0 expected grade point average (EGPA) are required to enroll in the Department of Guided Studies. The comparative academic success of students in this special program was assessed by statistical analyses. The results of this study indicated that students in the Guided Studies program did significantly better than those not in the program.

100. Adams, Larry La Mar. Academic Success of Students in the Indian Orientation Program at BYU, Fall of 1971, Office of Institutional Research, 230 MSCB, BYU Provo, Utah 84601, August 1972, 12 p.

Statistical comparisons were made between American Indian students at BYU who participated in the five week orientation program and those who did not. The results indicated that the orientation group did significantly better than the non-orientation group on the three types of GPA (Fall 1971, Spring 1971, and cumulative) analyzed. It was concluded that the orientation program for American Indian students played a favorable role at BYU in helping this minority group to achieve academically in higher education at BYU.

101. Ameele, Martha & Jones, Griffith. Opinions and Expectations, 1972 Freshmen, Student Testing & Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214, 1973, 11 p.

High school academic experiences; reasons for attending college and parents' attitude toward attendance; expectations of academic experiences; anticipated problem areas; opinion of student role in governance; importance of various personal, social, vocational and intellectual outcomes of college; and expected changes in personal characteristics.

102. Ameele, Martha & Jones, Griffith. Youthpoll, 1972 Freshmen, Student Testing & Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214, 1972, 12 p.

Reports of a sample of incoming freshman's sex, residence, family income; attitude toward political activism, drugs, alcohol, tobacco, pollution, over-population, abortion, race, war, adults; work preference; relationships with peers and family.

103. Batt, Sharon. Evaluation of the Mature Student Admissions Program, Office of Institutional Research and Planning, 116 University Hall, University of Alberta, Alberta, Canada, May 1972, 20 p.

The study assesses academic performance of 220 nonmatriculated adult students in the Faculty of Education, University of Alberta. Grades obtained by the nonmatriculants were slightly higher than those of matriculated students taking the same courses, and very few withdrew because of failure. Strict screening procedures undoubtedly contributed to the success rate.

104. Batt, Sharon. Residence Roommate Study, Office of Institutional Research, 116 University Hall, University of Alberta, Edmonton, Alberta, Canada, October 1972, 39 p., abridged report, November 1972, 14 p.

Residence students living in double rooms completed a questionnaire intended to assess the frequency and causes of roommate conflicts. Comparisons are made between roommate pairs judged to have successful relationships and pairs judged unsuccessful. Roommate matching, behavior change and environmental change are discussed as solutions to particular problems identified.

105. Blai, Boris Jr. Academically Speaking, Who Visits Harcum Health Center (IRR72-4), Harcum Junior College, Bryn Mawr, Pennsylvania 19010, January 1972, 2 p.

Are there significant differences in academic achievement among the 'frequent' (over 4 visits per semester) Health Center out-patients? With little variation, the distribution (by academic groups) approximates their student body distributions. Earned cumulative grade point averages and Health Center visits evidently are not associated to any meaningful degree.

106. Blai, Boris Jr. The Nelson-Denny Reading Test 'Predicts' Harcum Academic Achievement (IRR72-22), Harcum Junior College, Bryn Mawr, Pennsylvania 19010, June 1972, 1 p.

A review of 'Honors' & Academic Probation' lists reveals a high predictive index: 'Honors' prediction was "approximately 90% - Honors list revealed 89%." Academic probation prediction was "approximately 80% - list revealed 79%."

107. Blai, Boris Jr. Student Evaluation of Public & Private Two-Year Colleges (IRR72-12), Harcum Junior College, Bryn Mawr, Pennsylvania 19010, March 1972, 8 p.

Parallel, anonymous surveys among a private (N=473) and public (N=475) two-year college student bodies revealed both similarities and dissimilarities in their views as they related to: Faculty, Academic Program, Library, Student Development, College Governance, Student Activities & Government.

108. Blai, Boris Jr. Sustained, Seven-Year, Student Body Stability (IRR72-37), Harcum Junior College, Bryn Mawr, Pennsylvania 19010, November 1972, 3 p.

The student holding-power of a junior college is one of the most significant indexes of its effectiveness. Several dimensions of holding-power are discussed including: percentage of students returning for second year, voluntary student withdrawals during the course of the academic year, and overall retention or graduation rate.

109. Blai, Boris Jr. Two-Year College Drop-Outs - Why they leave? Who are they? How many? (IRR72-11), Harcum Junior College, Bryn Mawr, Pennsylvania 19010, March 1972, 20 p.

Some seventeen attrition studies are reviewed. Various student characteristics and environmental 'press', reported to differentially predict at the .05 or higher level of confidence between the persisters and non-persisters, are summarized. Without reference to statistical significance, certain descriptive statistics are noted which focus upon various 'dimensions' of the drop-out student.

110. Butler, Dr. Richard P. The Effects of Signed and Unsigned Questionnaires for Both Sensitive and Non-Sensitive Items, Office of Institutional Research, United States Military Academy, West Point, New York 12550, September 1971, 12 p.

This study assessed the effects of signing and not signing questionnaires on items that were rated as not sensitive and on other items that were rated as sensitive. The subjects were 668 first classmen (seniors) at the US Military Academy who responded to a mailed questionnaire covering a variety of different areas. One-third of the respondents were told not to sign, and the other two-thirds were instructed to sign their questionnaires. Ratings of item sensitivity were obtained from five professional members of the Office of Institutional Research, US Military Academy. The seven most sensitive items and seven of twenty-eight judged to have no sensitivity were selected for this study. Chi square tests showed that there were no significant differences for any of the items between the respondents who signed and those who did not sign their questionnaires. It was concluded that the responses, despite variation in item sensitivity, were not influenced by signing or not signing questionnaires.

111. Cliff, Rosemary. Freshmen Attrition Study 1970-71, Office of Institutional Studies, University of Southern California, SSW 403, Los Angeles, California 90007, April 1972, 37 p., $1.00.

A study was made of the freshmen students of Fall 1970 who failed to register for the Fall 1971 semester at USC. Reasons for leaving, current activities, future plans, and how to improve programs and activities are discussed. Forty-three percent of the respondents plan to return to USC.

112. Cohen, Irving. Profile of BMCC's First Open Admissions Entry Class: Fall 1970, Office of Institutional Research, Borough of Manhattan Community College, 134 West 51 Street, New York, New York 10020, April 1971, 47 p.

This is a study of the socio-economic characteristics and academic performance of the first entry freshmen class admitted to BMCC under the City University of New York open enrollment program. This is a first study in a series of longitudinal studies on the academic effectiveness of these students as well as the assessment of institutional behavior in meeting the educational challenge posed by these students. These patterns are compared with those of previous entry classes, particularly, that of Fall 1968, which had also been the subject of intensive study.*

*See also BMCC Office of Institutional Research study "Characteristics and Academic Achievements of BMCC Entry Freshmen: Fall 1968, dated April 1969."

113. Counelis, James Steve. Theory and Suggested Framework for Self-Evaluative Performance Appraisal in the University, Office of Institutional Studies, University of San Francisco, San Francisco, California 94117, January 1973, 14 p., $1.25.

Presents a symbolic propositional model for self-evaluative performance appraisal in the University. Evaluational tests and criteria are provided as is an holistic systematic organizational framework of the University. A model for a self-evaluative performance appraisal report is provided.

114. Dillon, William J. & James Steve Counelis. Future Plans of Graduating Seniors, 1972 and a Comment on New Graduate Programs, Office of Institutional Studies, University of San Francisco, San Francisco, California 94117, September 1972, 12 p., $1.25.

Annual survey of 1972 seniors' future plans compared to previous years. Also a curricular comment on these plans in terms of possible graduate programs at the University of San Francisco.

115. Elliot, Billie C. A Longitudinal Study of Student-College Interaction at the University of Tennessee, Knoxville, Volume XI, Number 1, Office of Institutional Research, University of Tennessee, Knoxville, Tennessee, July 1970, 45 p., Limited Supply Available.

A three-year longitudinal study of students' perceptions of themselves and The University of Tennessee, Knoxville was completed for 211 students who entered the University in Fall 1967. Overall perception of "self" changed significantly from the freshman to the junior year. Perceptions of the University changed more quickly with significant differences identified between freshman-sophomore and freshman-junior years. Students perceptions of the University did not change significantly between sophomore and junior years. Future implications and experiments are outlined as ways to provide positive evidence of institutional impact on students' attitudinal and behavioral growth.

116. Faber, Joan. Career Patterns - Montgomery Community College, Office of Institutional Research, Montgomery College, Blue Bell, Pennsylvania 19422, November 1972, 44 p.

An analysis of students enrolled in career programs in terms of their age, sex, race, dependents, employment status, and educational and vocational expectations. Data from the current year are compared with that of past years and areas of change are indicated. Faculty teaching in career programs are described in terms of their programs, sex, race, and teaching load.

117. Faulman, Jane. Senior Surveys, Student Testing & Research, 316 Harriman Library, SUNY - Buffalo, Buffalo, New York 14214.

Reports of experiences and expectations of a sample of SUNY/B seniors. Comparisons between sexes and between two groups: (a) completed baccalaureate at SUNY/B within four years and (b) transferred in or spent more than four years at SUNY/B. Sex; Age; Marital status; College expereinces: activities, residence, employment, problems; Vocational and educational plans and changes; Outcomes of attending college; Perceptions of courses, faculty, campus services; Plans and expectations: educational, vocational, life styles; the ideal university.

Senior Class		Pub.	Pages
1969 Senior Survey		1970	50
1970 Senior Survey		1971	68
1971 Senior Survey:			
Part I:	College Experiences and Activities	1972	29
Part II:	Plans and Expectations	1973	21
Part III:	Experiences at SUNY/B	1973	28

118. Faulman, Jane. Student Opinion Survey, Survey Study 2, 1972 Freshmen, Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214, 1972, 9 p.

Opinions of a sample of incoming freshmen about politics, welfare, poverty, social class, race, and the United States.

119. Fenstemacher, William P. The Relationship of Instrumental and Intellectual Orientations to the Educational Experiences of Black Students at the University of Michigan, William P. Fenstemacher, ERIC, April 1971, 416 p., on loan from author.

This research distinguished between the selection of a friend and an admired referent figure among black students of lower socio-economic backgrounds attending a predominantly white midwestern university. Black students with intellectual orientations selected white friends and white referent figures more frequently than did students with instrumental orientations. Students higher in racial ideology and militancy more often chose black referent figures but not necessarily black friends.

120. Gaither, Gerald. A Profile of the Black Undergraduate at The University of Tennessee, Knoxville, Volume XI, Number 1, Office of Institutional Research, University of Tennessee, Knoxville, Tennessee, December 1970, 7 p., Limited supply available.

This research was designed to observe relationships between black and non-black students at the Knoxville campus. Black students with the highest mean ACT and GPA scores were found in the College of Engineering. Black males in all colleges attained higher mean scores than did black females, an antithetical situation from that normally found in white samples. Overall persistance rates of black students with low ACT scores was higher than their non-black counterparts, although there were frequent lapses of quarters between enrollment for blacks. Information in the form of hard data is presented in tabular form.

121. Gell, Robert L. Freshmen Profiles - Montgomery Community College, ERIC #ED 066-158, Office of Institutional Research, Montgomery College, Blue Bell, Pennsylvania, August 1972, 37 p.

This profile of the students who entered Montgomery Community College in the Fall of 1971 gives an indication of their academic potential and may be used by the faculty as they advise and counsel students and establish expected achievement levels and grading standards. Data concerning the non-academic activities and interests of students are provided.

122. Gramza, Ken R. & Cecilia R. Jakovich. The Federal City College Student - A Student Profile, Federal City College, Office of Institutional Research, Washington, D.C., Fall, 1972, 22 p.

This profile presents data on current Federal City College enrollees (e.g., male/female ratios, full-time/part-time enrollment statistics, class distribution, etc.) in a question and answer format. Information is included on marital status, student incomes, and the number of transfer students at Federal City College. In addition, attempts have been made to discuss trends in enrollment, student selection of majors and student retention.

A comparison of FCC's current enrollees with the applicant population is also included. Finally, a summary of a recent survey conducted by the Office of Institutional Research detailing student perceptions of the academic environment is presented.

123. Hampton, Sandra H. American College Testing Program Institutional Self-Study Program, Office of Institutional Research, Northern Michigan University, Marquette, Michigan, 49855, December 1972, 82 p.

The ACT Institutional Self-Study was completed by 621 Northern Michigan University students in 1971. The survey was aimed at assessing students in three areas: (1) educational and vocational goals and aspirations; (2) progress toward achieving goals; and (3) reactions to the collegiate experience. Responses to items in these areas were reported by class level (compared with national norms), college residence, home location, and grade point average.

124. Houston, John W.; SP4 John M Fabian; & SP4 David L. Greco. Characteristics of the Class of 1975, Office of Institutional Research, United States Military Academy, West Point, New York 12550, September 1971, 42 p.

This report presents the biographical characteristics and achievements of the 1339 cadets who entered the United States Military Academy in the Class of 1975.

125. Houston, John W. Trends in Admission Variables through the Class of 1975, Office Of Institutional Research, United States Military Academy, West Point, New York 12550, December 1971, 36 p.

The United States Military Academy uses the Whole Man concept in selection of candidates for admission. This report compares the scores of admission variables for the Class of 1975 with those of previous classes. The Class of 1975 has a slight decrease in its academic potential as compared to recent classes while the leadership potential score has shown a slight increase.

126. Kubiniec, Cathleen; Helen Wyant; & Jean Alberti. A Biography of a Class: The University Experience, The First Few Weeks, Student Testing & Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214, 1968, 69 p.

First in a series reporting a ten-year longitudinal study of college and post-college personal, social, and academic expereinces, perceptions and values of a random sample of 100 students drawn from the 1966 SUNY/B freshman class. Data provided by 5 interviews during the first four years, questionnaires each of the following 6 years.

127. Larsen, Suzanne. Trends in the Class Profile of Entering Freshmen at The University of Tennessee at Knoxville, 1965-1970, Volume XII, Number 7, Office of Institutional Research, University of Tennessee, Knoxville, Tennessee, September 1971, 12 p., Limited supply available.

An analysis of the ACT scores, high school grades, and educational and biographical information of the entering freshmen classes at The University of Tennessee at Knoxville was presented for the years 1965 through 1970. From 1965 through 1970 the mean and standard deviation of the entering class ACT scores on English, Social Studies, Natural Science, and Composite remained relatively constant while the Mathematics score mean increased across this period, especially for the female group. A greater percentage of the ACT scores fell in the higher ranges in the latter years and the high school grade point averages increased slightly during the period studied. The additional educational and biographical information were presented for interest only and no analyses were attempted.

128. Leiteh, R. Alan. Net Migration Patterns of Tennessee Students: Fall, 1963-1968, Volume XI, Number 6, Office of Institutional Research, University of Tennessee, Knoxville, Tennessee, August 1970, 2 p.

This report compares Tennessee's net migration patterns for a five-year period. The research indicated that Tennessee was assuming a greater educational effort for the country, both absolutely and relatively. This was particularly true in public undergraduate education. The one exception was in public graduate education where the relative position was considerably less.

129. Liveoak, LTC Felix L., Jr. Summary of Institutional Research at the U. S. Military Academy for Fiscal Year, 1971, Office of Institutional Research, United States Military Academy, West Point, New York 12550, August 1971, 106 p.

This booklet describes the institutional research projects at the U. S. Military Academy which were either completed during the period of 1 July 1970 to 30 June 1971 or were still in progress as of 1 July 1971.

The annual Summary of Institutional Research, initiated and coordinated by the Office of Institutional Research, is designed to provide general information to researchers at USMA, to the Superintendent and others as to the kinds of studies being conducted relevant to the topics of USMA candidates, cadets, and graduates.

Institutional research by its very nature, serves as a source of data upon which decisions concerning the structure and function of the Academy can be rationally based.

130. Lucas, John A. Follow-up of Students not Returning to Harper Fall 1971 and Spring 1972, William Rainey Harper College, Office of Planning and Research, Palatine, Illinois 60067, May 1972, 17 p.

A follow-up study was made of 396 students who had not returned to Harper and who had accumulated 12 - 48 hours. The survey covers reasons for not returning, present status, future plans and evaluation of Harper. The report provides a model for follow-up studies and yields some norm data for community colleges.

131. Lucas, John A. Follow-Up Survey of 1969 Alumni, William Rainey Harper College, Office of Planning and Research, Palatine, Illinois 60067, February 1972, 24 p.

A follow-up study was made of 211 students who had accumulated 48 hours or more at Harper 2 1/2 years after they had departed. The survey covered present status, future plans, and evaluation of Harper. A model is provided in addition to norm data for community colleges.

132. Lucas, John A. Follow-Up Survey of Transfer Alumni, William Rainey Harper College, Office of Planning and Research, Palatine, Illinois 60067, April 1972, 28 p.

A follow-up study was made of 582 students who had completed 48 or more hours in a baccalaureate oriented curriculum. The survey covers present status, future plans, and evaluation of Harper and an analysis of their activities while at Harper. A model is provided in addition to norm data for community colleges.

133. Lucas, John A. Follow-Up Survey of 1971 Vo-Tech Alumni, William Rainey Harper College, Office of Planning and Research, Palatine, Illinois 60067, November 1971, 14 p.

A follow-up study was made of 304 students who had accumulated 48 or more hours by 1971 and were enrolled in career oriented programs. The survey covered present status, future plans and evaluation of Harper. A model is provided in addition to norm data for community colleges.

134. Marron, Dr. Joseph E. The Effect of Anonymity on the Responses to the Responses to First Class Questionnaire - Class of 1971, Office of Institutional Research, United States Military Academy, West Point, New York 12550, September 1971, 8 p.

One-third of the Class of 1971 was asked not to sign their First Class Questionnaires in order to study the effect of anonymity on the responses. No differences in response patterns were found between the signed and unsigned questionnaires.

135. Marron, Dr. Joseph E. Validation of the Academic E-I, Leadership E-I, and Resignation E-I Scores, Office of Institutional Research, United States Military Academy, West Point, New York 12550, July 1971, 50 p.

Academic, Leadership, and Resignation Environments and Interest Inventory Scores were developed from scales derived from the results of the administration of the Environment and Interest Inventory to the Class of 1968 and from other available predictors. The criteria used in their development were end of Plebe year (a) academic order of merit; (b) aptitude for the service order of merit; and (c) resigned vs. active status. Excluded from the last criterion were all those who were separated for reasons other than voluntary resignation.

The results of the research to date indicate that the Environment and Interest Inventory is of little value for predicting Academic GPA, ASR, or Resigned vs. Active. The prediction of ASR is somewhat better than the prediction of the other two criteria, and there is some evidence that the voluntary resignee can be conceptualized as low ASR cadets.

136. Mehra, Dr. Nim. Student Alienation: Meaning, Origins and Forms, Institutional Research and Planning, The University of Alberta, Edmonton, Alberta, Canada, Attention: N. Mehra.

This article is a discussion on the nature and characteristics of contemporary student alienation. Two major forms of student alienation are identified: "passive retreatist", and "active political." Chief characteristics of these two forms of alienation are discussed and compared. New hypotheses are presented and a model is suggested for testing and varifying these hypotheses.

137. Mehra, Dr. Nim. Student Attrition Rate at the University of Alberta: The Freshman Class of 1964*, Institutional Research and Planning, The University of Alberta, Edmonton, Alberta, Canada, Attention: N. Mehra.

This study traces the history of the 1964 freshman class through the year 1970. Students are classified into four major categories: Graduates (62.6%), Continuing (4.4%), Failures (10.5%) and Withdrawals (22.5%). Of the graduates 73% graduated as scheduled and most transfers and withdrawals occurred within the first two years. Correlated of graduating and withdrawing are identified. High school grade-point-average was found to be the "best" predictor of graduating or failing, but not a significant one for withdrawal.

138. Mehra, Dr. Nim. Who Goes When to College?, Institutional Research and Planning, University of Alberta, Edmonton, Alberta, Canada, October 1972.

The contents of this paper are improved extracts from an earlier study by the author "A Comparison of the Fall Semester Freshmen with the Spring Semester Freshmen". The paper examines and compares on a number of variables two groups of students, those who seek university registration in mid-year and those who register in the beginning of the academic year. The main conclusion that may be drawn from this study is that the Spring Semester students, although relatively lower on the high school grade point average, tend to perform comparably in freshman courses.

139. Milton, Barbara E. Student Perceptions of Federal City College, Office of Institutional Research, Federal City College, Washington DC, November 1972, 52 p.

This study attempted to determine student perceptions of the Federal City College environment in terms of: 1) their length of exposure (i.e., freshmen, sophomore, junior, senior), 2) their field of specialization (i.e., business, community education, nursing, teacher education, humanities, natural science, social science), 3) their educational philosophies (i.e., vocational, academic, collegiate, nonconformist), 4) educational philosophies within educational divisions and 5) sex of academic environment evaluation instruments. A total of 382 FCC undergraduates were administered the College and University Environmental Scales (CUES) which measure the Practicality, Community, Awareness, Scholarship and Propriety dimensions of an educational institution's academic program, and the Clark-Trow Paradigm, which indicates a student's educational philosophy and results in a student typology.

Results from this type of study may provide insight into why faculty-student conflicts have been minimal, any deficiencies that might accelerate the intensity and frequency of such conflicts, and whether FCC is on the right course in attempting to meet its educational goals. These include: producing sources of manpower capable of dealing with a variety of problems and opportunities such as, education, unemployment and housing, which affect urban life.

140. Morey, Ann I. A Profile of USC Undergraduate Students (OIS 72/15), Office of Institutional Studies, University of Southern California, SSW 403, Los Angeles, California 90007, June 1972, 54 p., $2.50.

The report provides descriptive information about USC students. Knowledge of students' interests, values, attitudes, and backgrounds is helpful in offering program development and advisement. The report is a summary of previous studies on USC students.

141. Morishima, James K. & Carl M. Dickinson. An Analysis of Freshman Grading Patterns from 1960-1971, Office of Institutional Educational Research, 530 Schmitz Hall, PA-20, University of Washington, Seattle, WN 98195, January 15, 1973, 7 p.

Over the period of 1960 through 1971, mean freshman grades have risen about 25%. During this same period the number of freshman dismissed for scholastic reasons declined from 16% to 2%. An analysis of grades awarded for all 100-level courses from 1964 through 1971 shows the greatest change to be in A's (+14%) and in C's (-19%). However, the ability level of entering freshmen, as reflected in cumulative high school GPA has been relatively constant following a brief adjustment period associated with the introduction of the 2.50 high school GPA admissions standard in 1961. Several possible factors affecting the change in grading practices are discussed in the report.

142. Mukergee, Marilyn; Dr. Harold L. Finch; & Dr. Elaine L. Tatham. Follow-Up Survey of JCCC Students, Part I: General Class Profile, Johnson County Community College, 111th & Quivira, Overland Park, Kansas 66210, 1972, 12 p.

A follow-up survey of the first student body was conducted during 1972 in order to obtain data about students and obtain their opinions about the school. In order to provide additional data for continuing evaluation as well as for comparative purposes, the questionnaire was administered to Fall 1971 first-time enrollees as well as to Fall 1969 students.

143. Nangle, John E. A Study of the W.M.U. Class of 1972. II. An Analysis of Evaluative Statements Made By Students 2 1/2 Years After Initial Matriculation, Office of Institutional Research, Western Michigan University, Kalamazoo, Michigan 49001, April 1972, 22 p., $0.25.

This report is the second in a series dealing with the attitudes and perceptions of students comprising the graduating class of 1972. Included is an analysis by sex and enrollment status of comments made about what the respondents liked best and least at this institution. A total of 1,804 students participated.

144. Nangle, John E. A Study of the W.M.U. Class of 1972. III. A Comparative Analysis of Changes in Student Attitudes and Perceptions Over a 2 1/2 Year Period, Office of Institutional Research, Western Michigan University, Kalamazoo, Michigan 49001, October 1972, 42 p., $0.50.

This report is the third in a series dealing with the attitudes and perceptions of students comprising the graduating class of 1972. Included is a comparison of questionnaire response data collected in 1968 and again in 1971 from 1,756 active and former students. Analysis is by sex and enrollment status.

145. Otto, David. The Graduate Teaching Assistant at the University of Alberta, Institutional Research and Planning, The University of Alberta, Edmonton, Alberta, Canada, Attention: D. Otto, March 1972, 50 p.

G.T.A.'s at the U of A were surveyed relative to their perception of financial need, their feelings of both satisfaction and dissatisfaction resulting from their appointment, the nature of existing rapport between their supervising professors and themselves, and finally the degree of perceived participation the G.T.A.'s had in certain administrative aspects of the courses they helped teach. Overall response was positive in every aspect except financial need.

146. Palmer, Diane H. Report on Student Socioeconomic Status, Fall 1971 Students in Graduate and Professional Programs, University of Pittsburgh, Office of Institutional Research and Planning Studies, Pittsburgh, Pennsylvania 15213, Fall 1972, 37 p.

Based on anonymous questionnaire responses, family and student incomes, parental education and occupation, and the education and occupation of married students' spouses are discussed. These items are reported by school program, sex and full-time or part-time status. A review of the sources for financing educational and living expenses is also included.

147. Reti, Margaret & Barbara Serediak. Fact Book 1971-72 (Report 77), Office of Institutional Research, The University of Calgary, Calgary, Alberta, Canada, T2N 1N4, April 1972, 90 p.

Statistical parameters on Students, Courses, Grades, Staff, Finance and Space at the University of Calgary covering the period 1962-1972.

148. Riggs, Robert O. Non-Matriculation Study, Office of Educational Development and Research, University of Tennessee at Martin, Martin, Tennessee, 38237, 1970, 10 p.

The study examines the factors which influenced students' decisions not to enroll in the University, subsequent to their acceptance for admission. Part one deals exclusively with those students who were accepted for admission to UTM and were attending other institutions of higher education. Part two concerns only those students who were accepted for admission and were not enrolled in any college or university.

149. Riggs, Robert O. Factors Influencing Student Selection of The University of Tennessee at Martin, Office of Educational Development and Research, University of Tennessee at Martin, Martin, Tennessee 38237, 1970, 7 p.

An analysis of factors influencing the matriculation of first-time freshmen at the University of Tennessee at Martin, Fall 1970.

150. Rott, Marilyn A. H. A Biography of A Class: The University Experience, The Third Year, Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214, 1972, 169 p.

Fourth in a series reporting a ten-year longitudinal study of college and post-college personal, social, and academic experiences, perceptions and values of a random sample of 100 students drawn from the 1966 SUNY/B freshman class. Data provided by 5 interviews during the first four years, questionnaires each of the following 6 years.

151. Staff, Student Testing and Research. Youthpoll, 1971 Freshmen, Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214, 1971, 12 p.

Reports of a sample of SUNY/B incoming freshman's sex, residence, family income; attitude toward political activism, drugs, alcohol, tobacco, pollution, overpopulation, abortion, race, war, adults; work preference; relationships with peers and family.

152. Suslow, Sidney & David Stephenson. An Exploration of the Feasibility of Using High School English and Mathematics Courses as the Sole Criteria for Admission to the University of California, Berkeley, Office of Institutional Research, 207 Moses Hall, University of California, Berkeley, California 94720, March 1972, 13 p.

A tentative exploration of the relationships between high school mathematical training and performance and subsequent performance and persistence at the University of California, Berkeley, for entering freshmen. The results indicate some surprising negative relationships but more than anything else, call for more research.

153. Tatham, Dr. Elaine L. & Dr. Harold L. Finch. Student Attitude Toward the Audio-Visual-Tutorial Instructional Method, Johnson County Community College, 111th & Quivira, Overland Park, Kansas 66210, June 1972, 35 p.

At the request of Business and Science Division staff members, a study was initiated to assess JCCC student attitudes towards the AVT method of instruction in six classes. Three questionnaires were developed. Estimates of reliability ranged from .83 to .94. The findings of the report were used as a basis for six recommendations which were carried out by the instructional staff.

154. Winandy, Donald H. & Kenneth Schultz. A Study of 1969 Transfer Students from Virginia's Community Colleges to State-Controlled Senior Colleges, State Council of Higher Education for Virginia, 10th Floor, 911 East Broad Street, Richmond, Virginia, 23219, September 1972, 34 p., Limited supply free.

A survey and analysis of academic performance before and after transfer. Population limited to those who were first-time college students upon entering the community college with no other institution attended between leaving the two-year college and entering the State-controlled senior college. Performance was better than expected, but varied from college to college.

155. Wolfe, Nancy. A Biography of a Class: The University Experience, The First Year, Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214, 1969, 116 p.

Second in a series reporting a ten-year longitudinal study of college and post-college personal, social, and academic experiences, perceptions and values of a random sample of 100 students drawn from the 1966 SUNY/B freshman class. Data provided by 5 interviews during the first four years, questionnaires each of the following 6 years.

156. Wolfe, Nancy & Joan Claar. A Biography of a Class: The University Experience, The Second Year, Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214, 1971, 141 p.

Third in a series reporting a ten-year longitudinal study of college and post-college personal, social, and academic experiences, perceptions and values of a random sample of 100 students drawn from the 1966 SUNY/B freshman class. Data provided by 5 interviews during the first four years, questionnaires each of the following 6 years.

157. Wyant, Helen S. I Expect to Find that SUNY/B . . . Survey Study 1: 1971 Freshmen, Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214, 1972, 85 p.

Freshmen's descriptions of the most important thing in their lives, expectations of SUNY/B and the next four years, influences and alternatives to college attendance, college degrees, residence living, living with parents while attending college; hopes about their professors; needs, worries, and wishes about college.

158. Wyant, Helen S. Student Perceptions: Family, Friends and Others, Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214, 1973, 32 p.

Opinions, perceptions and expectations of a sample of incoming freshmen about mothers, fathers, families, peers, heterosexual relationships, marriage, divorce, children and God.

See also: 17, 19, 31, 34, 44, 54, 55, 59, 78, 161, 177, & 178.

THE FACULTY

159. Blai, Boris, Jr. Faculty Guidance/Counseling Activities at Small Junior Colleges (IRR 72-7), Boris Blai Jr., Director of Research, Harcum Junior College, Morris & Montgomery Streets, Bryn Mawr, Pennsylvania 19010, February 1972, 2 p.

Some 78 'small' (less than 1000 students) two-year colleges responded to a brief mail questionnaire the Fall of 1971. Almost 8 out of 10 reported the regular assignment of student guidance responsibilities to full-time faculty members. Those who do not offer some form of guidance service. In all, 9 questions are answered relating to interviews, availability of student background information, and number of counsellees assigned.

160. Blai, Boris, Jr. Two-Year College Faculty Attitudes: Innovation Readiness (IRR 72-38), Boris Blai, Jr., Director of Research, Harcum Junior College, Morris & Montgomery Streets, Bryn Mawr, Pennsylvania 19010, November 1972, 10 p., $1.00.

To what extent are faculties at a public and private two-year college in a state of readiness for professional innovation? This parallel-perceptions inquiry examines contrasts and similarities between Harcum Junior College, the first private one in Pennsylvania granted authority to award A.A. & A.S. degrees, and Harrisburg Area County College, the oldest public county college in the state. Both enjoy reputations as stable, quality two-year colleges.

161. Blai, Boris, Jr. Values and Perceptions of a Private Junior College Faculty, Community College Faculties and Students, Boris Blai Jr., Director of Research, Harcum Junior College, Morris & Montgomery Streets, Bryn Mawr, Pennsylvania 19010, May 1972, 17 p., $2.00.

These parallel perceptions surveys summarize the collective values; viewpoints of their institutions; and their self-evaluated role in this environment. Rokeach's Value Survey and selected items from The Staff Survey (ERIC Junior College Clearinghouse) project the "institutional personality" of their colleges. Far less "institutional isolation" or "rejection" is reported among the private college group.

162. Brunt, Judy & David Otto. A Report to the G.F.C. Committee to Investigate Teaching on Room 289, Central Academic Building, Institutional Research and Planning, The University of Alberta, Edmonton, Alberta, Canada, Attention: D. Otto, 6 p.

A traditional classroom was refurnished in order to exaggerate the use of color, lighting, texture, and physical comfort. The cardinal objective of this room was to provide maximum flexibility in creating an informal learning environment. Attitudinal questionnaires were distributed to students who took classes in this room at the close of its first term of operation. The room was found to be warm and comfortable and facilitated discussion. Negative comments centered on such physical conveniences as proper seating, dismal lighting and stuffiness.

163. Chambers, Jack A. College Teachers: Their Effect on Creativity of Students, Jack A. Chambers, Computer Educational Center, Mansfield State College, Mansfield, Pennsylvania 16933, January 1973, 97 p.

Nationwide study of 671 college teachers identified through evaluation of research of Ph.D. students who studied under them, and who nominated teachers as having had most facilitating or significant inhibiting effect on their creative development. Clear cut behavioral patterns both in and out of the classroom differentiated teachers who facilitated creative development from those who hindered it.

164. Hirst, S. L. Faculty Age Distribution (OIR-15), Office of Institutional Research, McMaster University, Hamilton, Ontario, Canada, February 1972, 44 p., $1.00 (or can be obtained in a bound volume with OIR-16, 17, and 18 for $4.00).

This report investigates and discusses age distribution forecasts of faculty by rank.

165. Leal, Ralph A. C. W. Post Center, Faculty Activity Analysis, Spring Semester 1972, Office of Institutional Research, C. W. Post Center, Long Island University, Greenvale, New York 11548, May 1972.

166. Otto, David. Academic Staff Attitudes at the University of Alberta, 1971, Institutional Research and Planning, The University of Alberta, Edmonton, Alberta, Canada, Attention: D. Otto, 20 p.

Faculty attitudes towards current issues on campus were surveyed in the Spring of 1971. Approximately 5% of the faculty at the U of A were asked about their views on student life, birth control, maternity leave, and student participation in university government. Desiderata concerning their attitudes towards the honors program at the University of Alberta were also captured (see Jackson, Iris). The faculty was more conservative concerning the non-medical use of drugs than students. It endorsed the dispensing of birth control devices, had mixed reaction to consideration to maternity leave policy for female students, and by and large opposed parity on the university governing body.

See also: 17, 34, 44, 59, 69, 79, 86, 87, 91, 95, 116, 178, & 179.

STUDENT DEVELOPMENT OUTCOMES

167. Bleil, David F. The Graduates 1970, Office of Institutional Research, Montgomery College, Blue Bell, Pennsylvania, 1972, 43 p.

A follow-up survey of the students who graduated from Montgomery Community College in 1970, this report shows where they transferred or obtained jobs. Graduates are compared by source high school, curriculum, GPA, age, length of enrollment, loss of credit, and job satisfaction. Copy of questionnaire is included.

168. Butler, Dr. Richard P. Civilian Careers of USMA Graduates, Office of Institutional Research, United States Military Academy, West Point, New York 12550, April 1972, 35 p.

The purpose of this study was to investigate the civilian employment experiences of USMA graduates from the Classes of 1920-1949. Data were gathered by means of a questionnaire mailed in the spring of 1970 and information was obtained and reported on for two major areas: (1) ease of transition from military to civilian employment; and (2) civilian job characteristics and success. In general the major finding in regard to (1) was that most graduates feel that their education and training received at the Military Academy and later as officers have strong carry-over effects to their civilian jobs. In regard to (2) the most relevant findings were that USMA graduates had been able to find employment in a wide variety of jobs, most receive find salaries and consider themselves successful in civilian life.

169. Fenstemacher, William P. The Relationship of Instrumental and Intellectual Orientations to the Educational Experiences of Black Students at the University of Michigan, William P. Fenstemacher, ERIC, April 1971, 416 p., On loan from author.

This research distinguished between the selection of a friend and an admired referent figure among black students of lower socio-economic backgrounds attending a predominantly white midwestern university. Black students with intellectual orientations selected white friends and white referent figures more frequently than did students with instrumental orientations. Students higher in racial ideology and militancy more often chose black referent figures but not necessarily black friends.

170. Higley, H. Bruce & George Squires. The Average Attrition Rate and Persistence Level of Beginning Freshmen, Office of Institutional Research, 230 MSCB, Brigham Young University, Provo, Utah 84601, 1971, 28 p.

An evaluation of all entering freshmen 1957-58 to determine (1) what percent eventually graduated with a Bachelor's Degree from Brigham Young University, or (2) elsewhere after transferring from Brigham Young, (3) what percent were pursuing a Bachelor's Degree either at Brigham Young or elsewhere twelve years after enrolling as freshmen, and (4) what percent have not received nor are any longer pursuing the Bachelor's Degree. Other information was gathered as to age at graduation, number of major changes, reasons for leaving Brigham Young, elapsed time between leaving and registering elsewhere, GPA obtained, and marital status at graduation.

The purpose of this study was to follow an entering freshman class at Brigham Young over a period of twelve years to determine their average attrition rate and persistence in pursuing a bachelor's degree. The results indicated that nearly 60 percent of the males and 35 percent of the females received a bachelor's degree either from Brigham Young or elsewhere.

171. Keith, Nathan R., Jr. A Study of the Ph.D. Graduates of the University of Georgia, 1966-1970, Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602, 56 p.

This study attempts to obtain an evaluation of the graduate training of UGA Ph.D. graduates along with a measure of how well they have done since graduating from the University. Information was obtained by means of a questionnaire to the Ph.D. graduates. This survey concludes that the Ph.D. graduates are generally satisfied with their graduate training.

172. Medsger, Col. Gerald W. A Typology for Cadet Leavers, Office of Institutional Research, United States Military Academy, West Point, New York 12550, August 1971, 36 p.

This technical report outlines the development of a typology for USMA dropouts based upon the reasons for leaving as given by ex-cadets of the USMA Class of 1971. Factor analysis revealed four basic dimensions which could be interpreted easily. Cluster Analysis was used to form six homogeneous groups (based on reasons for leaving) which were then used as the basis for a discriminant analysis that was successful in classifying both voluntary and involuntary leavers into one of six groups. It appears that involuntary leavers really leave for the same reasons as voluntary leavers, only the administrative mechanism for separation from USMA differs. Further research is needed in order to develop a parallel typology for persisters and to study student-environment discordance.

173. Stewart, Michael O. & John Schmeidler. Attainment of Behavioral Objectives by Teacher Education Graduates, Office of Institutional Research, Fort Hays Kansas State College, Hays, Kansas 67601, 1972, 18 p.

Employers evaluated the attainment of behavioral objectives of students who graduated from the teacher education program at Fort Hays Kansas State College. Separate objectives were developed for elementary and for secondary teachers. Graduates of 1970 and 1971 were used as the sample.

174. Tisdel, Lin. Measuring One University Output: A Survey of Undergraduate Degree Holders from the University of Georgia from the Classes of 1960-1970, Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602, 32 p.

This survey attempts to acquire feedback from UGA graduates with respect to the impact of their college experiences on their careers and on their personal and social development. Information was obtained by means of a questionnaire to a sampling of UGA graduates. This feedback could be used by the various constituencies which make up the University in many different ways, some of which include: (1) an initial review of specific programs; (2) assistance in the establishment of objectives; and (3) assistance in the assessment of the effectiveness of curricula, facilities, attitudes, etc.

175. Willett, Dr. Lynn H. Employer Evaluation of Occupation Program Graduates. Office of Institutional Research, Moraine Valley Community College, Palos Hills, Illinois 60465, September 1972, 24 p., $1.00.

In an effort to evaluate occupational training of Moraine Valley Community College graduates, a questionnaire and interview survey (enclosed) of employers was conducted. Technical skills, human relations and problem-solving skills were evaluated using a rating scale. Based on the results, specific program changes were recommended.

176. Zaharia, George N. S. Survey of Employment Opportunities for 1971 University Graduates, Office of Institutional Research and Planning, The University of Alberta, Edmonton, Alberta, Canada T6G 2J9, Attention: G. N. S. Zaharia, May 1972, 35 p.

The survey attempted to ascertain the success experienced by a random sample of 1971 graduates in obtaining suitable employment. Although present economic conditions have made good job opportunities not as available, graduates from some disciplines experience quite good success in obtaining employment relevant to their university education.

See also: 21, 56, 99, 100, 114, 115, 117, 126, 129, 142, 150, 152, 155, 156, & 177.

MISCELLANEOUS

177. Blai, Boris, Jr. Harcum Educational Outcomes, Boris Blai Jr., Director of Research, Harcum Junior College, Morris & Montgomery Streets, Bryn Mawr, Pennsylvania 19010, August 1972, 24 p., $2.00.

A compilation abstracting 35 institutional research reports under the rubrics: Alumnae Comments & Achievements; College Curriculums, Programs, and Characteristics; Student Academic Achievements and Other Characteristics; Student/Parent/Counselor Comments, Views and Evaluations.

178. Blai, Boris, Jr. Index to Institutional Research Reports, Boris Blai, Jr., Director of Research, Harcum Junior College, Morris & Montgomery Streets, Bryn Mawr, Pennsylvania 19010, November 1972, 15 p., $1.00.

A title index, by subjects (Alumnae/Parents Comments & Alumnae Achievements; College Curricula, Programs and Other Characteristics; Faculty Comments, Views and Evaluations; Student Academic Achievement; Student Characteristics; Student Comments, Views and Evaluations; Freshmen Applicants; Miscellaneous Reports; Published Articles/Abstracts) to the 360 Institutional Research Reports, Research Memorandums and articles prepared by the Office of Research since 1963.

179. Dillon, William J. University of San Francisco Awards 1905-1972, Office of Institutional Studies, University of San Francisco, San Francisco, California 94117, May 1972, 11 p., $1.25.

Historically presents the names of recipients of the following University of San Francisco awards, given between 1905 and 1972: (1) Honorary Degrees; (2) St. Tomas Moore Award; (3) Faculty Service Award; (4) Distinguished Teaching Award.

180. Garside, Jayne G. The Japanese Woman in Transition, Jayne Garside, Ph.D., Director of Institutional Research, Church College of Hawaii, Laie, Hawaii 96762, January 1973, 10 p., $0.50.

Japan now has the third highest GNP of the world. Representatives of the country travel throughout the world. Yet the position of women in Japan has remained fairly static for many years. At the present time, though, the young women of Japan are finding many conflicts between their heritage of traditional women's roles and the roles available to them as participants in an affluent society. These conflicts are being resolved in unique and interesting ways. This paper deals in depth with eight such women from Kyoto and shows how they have managed to combine tradition with modernity.

181. Staff, Office of Institutional Planning. Georgia State University Fact Book, Office of Institutional Planning, 123 Sparks Hall, Georgia State University, 33 Gilmer Street SE, Atlanta, Georgia 30303, 1972-73, 62 p.

The GSU Fact Book is a reference source which provides rapid access to specific facts and data concerning Georgia State University. It gives pertinent information about the History of the University, the Administration, Budget and Physical Plant; informative data on Degrees, Students, and Faculty; brief descriptions of the Library, Alumni Association, and Public Service Activities; and a description of the Centers, Chairs and Institutes functioning at the University.

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